

Happy Early Learning

Updated Date

Quality Improvement Plan template

National Quality Standard

The National Quality Standard and Quality Improvement

The National Quality Standard is the standard against which providers self-assess the performance of their service/s in delivering quality education and care, and plan future improvements to their service/s. One result of this process is a Quality Improvement Plan (QIP).

The Education and Care Services National Regulations 2017 (the National Regulations) require approved providers to prepare a Quality Improvement Plan (regulation 55) for each service that:

* includes an assessment by the provider of the quality of the practices of the service against the National Quality Standard
* and the National Regulations; and
* identifies any areas that the provider considers may require improvement; and
* contains a statement of philosophy of the service.

The National Regulations do not prescribe a format for a Quality Improvement Plan. The purpose of this template is to offer a format that supports approved providers to meet their obligations under the National Regulations.

Approved providers also have an obligation (r56) to review and revise the Quality Improvement Plan at least annually, having regard to the National Quality Standard.

A Quality Improvement Plan must be reviewed and/or submitted to the Regulatory Authority on request. The National Regulations do not prescribe a format for a Quality Improvement Plan.

Approved providers also have an obligation (r56) to review and revise the Quality Improvement Plan at least annually, having regard to the National Quality Standard. A Quality Improvement Plan must be reviewed and/or submitted to the Regulatory Authority on request.

**About the ACECQA Quality Improvement Plan template**

The purpose of this template is to offer a planning format that supports approved providers to meet their obligations under the National Regulations.

This template provides quick links to helpful resources for each quality area in the [Guide to the National Framework](https://www.acecqa.gov.au/nqf/about/guide) and the [ACECQA website](https://www.acecqa.gov.au/).

**Exceeding NQS themes guidance**

The Exceeding NQS sections provided for each Standard should only be completed when there is evidence of one or more Exceeding NQS themes impacting on practice at the service.

When the QIP is submitted to the Regulatory Authority for assessment and rating, an authorised officer will consider how the evidence documented impacts on practice, to determine if the Exceeding NQS themes are being met.

Service details

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| --- | --- | --- | --- | --- | --- |
| **Service name** | | | **Service approval number** | | |
| Kingsley and Woodvale Service | | |  | | |
| **Primary contacts at service** | | | | | |
| **Leanne Lee** | | |  | | |
| **Physical location of service** | | | **Physical location contact details** | | |
| Street |  | | Telephone |  | |
| Suburb |  | | Mobile |  | |
| State/territory |  | | Fax |  | |
| Postcode |  | | Email |  | |
| **Approved Provider** | | | **Nominated Supervisor** | | |
| Primary contact |  | | Name |  | |
| Telephone |  | | Telephone |  | |
| Mobile |  | | Mobile |  | |
| Fax |  | | Fax |  | |
| Email |  | | Email |  | |
| **Postal address (if different to physical location of service)** | | | | | |
| Street | |  | State/territory | |  |
| Suburb | |  | Postcode | |  |
| **Educational leader** | | | | | |
| Name |  | | | | |
| Telephone |  | | | | |
| Email |  | | | | |

Operating hours

For each day of the week this service is open, indicate the times of the day when education and care is provided. For centre-based services, this does not include non-contact hours for staff.

Describe the scheduled opening and closing times using a 24 hour clock (e.g. 07:30 to 18:00) rather than ‘AM’ and ‘PM’.

Round times to the nearest quarter of an hour.

If the service is open for two sessions per day, please indicate the opening and closing times for both sessions.

Family day care services or multi-site services should list the operating hours of the service office.

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| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | **Saturday** | **Sunday** |
| **Opening time** | 8.30 | 8.30 | 8.30 | 8.30 | 8.30 |  |  |
| **Closing time** | 3.30 | 3.30 | 3.30 | 3.30 | 3.30 |  |  |

Additional information about your service

The following information will assist the Regulatory Authority to plan the assessment visit.

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| Provide additional information about your service—parking, school holiday dates, pupil-free days, etc. |
| How are the children grouped at your service?  The service is a 3 year old Pre Kindy Program.  **.** The children attend full day sessions  **.** These sessions are held Monday, Tuesday, Wednesday, Thursday and Friday. |
| Write the name and position of person(s) responsible for submitting this Quality Improvement Plan (e.g. Cheryl Smith, Nominated Supervisor) |
| For family day care services, indicate the number of educators currently registered in the service and attach a list of the educators and their addresses.  No. of educators:\_\_\_\_\_\_\_\_\_ |

Service statement of philosophy

Please insert your service’s statement of philosophy here.

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| **Service Philosophy**  We are passionate early childhood educators, who believe in creating positive relationships with the children, families, and communities to provide the best possible early childhood education for children. We actively practice John Bowlby’s theory regarding attachment and understand the importance of forming and building close connections, for children to learn and develop, to become strong in their social and emotional skills.  We aim to provide positive, calming, welcoming and engaging environments that are well organized, aesthetically pleasing and provide children with opportunities to learn through play, that is intentional, cooperative, and child initiated.  It’s our priority for children to be exposed to many different ideas and concepts, providing them with the opportunities to actively construct their own understandings of the world around them by providing many opportunities and experiences to facilitate ongoing learning (Constructivist Theory).  We value each child and family for their individual uniqueness, culture and aim for everybody to feel a sense of belonging in our center. We value and celebrate the cultures of our community and the richness this can provide. We embed and respect the language and culture of our nation’s first peoples and celebrate this culture and identify throughout our curriculum. | **Philosophy**  **Cultural Inclusion**   * Equity, inclusion and diversity underpin practice * Aboriginal and Torres Strait Islander cultures are valued, language and culture is embedded through practice and curriculum. * Our culture inclusiveness creates an environment of belonging for children and families.   **Community**   * Assist children to strengthen their connection and be engaged with their local community. * Broaden children’s understanding of the world they live in. * Acknowledge the diverse groups that live within the community and build trust and respect for the people who are outside the child’s immediate family group.   **Wellbeing**   * A strong wellbeing in the early years lays the foundation for improved outcomes in later life. * Wellbeing includes good physical health, feelings of happiness, satisfaction and successful social functioning. It influences the way children interact in their environments. * A strong sense of wellbeing provides children with confidence and optimism which maximise their learning potential.   **Rights of the Child**   * The rights and best interests of the child are paramount * Respect and engage in the Voice of the Child * Children are successful, competent and capable learners * Celebrate Childhood * Our rights-based approach to curriculum planning and relationships is consistent, therefore Educators understand these rights and implement in practice.   **Respectful Relationships**   * Recoginise children’s identity. * We have a deep commitment to building and maintaining respectful and equitable relationships with each child. * We provide an environment that children, families and community feel safe, secure and confident in the support and programs we provide. * Our priority is to have nurturing relationships and positive interactions with all within the community.   **Appreciation of the Environment**   * Respect for the environment, land and animals. * Beautiful environments for children to engage in play. * Identing the cultural significates of location and country. * Its our shared responsibility to contribute in building a sustainable environment and to support children, families, community to understand and implement.   **Dedicated Professionals**   * Promote and research continuous improvement * Critical reflection to change practice outcomes for children and families * We build on the strength of each other’s knowledge, and nurture constructive professional relationships * Professional collaboration involves working together cooperatively towards common goals   **Partnerships with Families**   * The diverse view and role of families including backgrounds and values is respected and supported * We acknowledge families are children’s first and most influential teachers. * Communicate freely and respectfully with each other. * Share with each other our perspectives and engage in shared decision making about their child. |

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| Student Activity: Learning into practice. Review the [Student Resource Link](https://www.meerilinga.org.au/training/certificate-iii-in-early-childhood-education-and-care/) for the sample quality improvement plan. Access the Guide to national Quality Standard for Quality Area 6: Collaborative partnerships with families and communities.  In small groups select **one** Standard and Element. Identify and record the practices required to meet the Quality Standard and record into this QIP template. You can make some assumptions about practices and timeframes. Once you have completed your practice strengths, that is you are meeting the Quality Standard, complete the Key improvements sought for Quality Area 6 section to improve practices further or meet **exceeding** themes.  **TIP:** Use the Observe, Discuss and Sight statements.  Access the Guide to national Quality Standard for Quality Area 6: Collaborative partnerships with families and communities.  Students will present their Quality Improvement Plan to the whole group. The Group will provide feedback and ideas to improve the plan further. |

**Quality Area 6: Collaborative partnerships with families and communities**

## This quality area of the National Quality Standard focuses on collaborative relationships with families that are fundamental to achieving quality outcomes for children and community partnerships that are based on active communication, consultation and collaboration.

## Additional information and resources about Quality Area 6 are available in the [Guide to the National Quality Framework](https://www.acecqa.gov.au/media/23811#page=248) and on the [ACECQA website](https://www.acecqa.gov.au/nqf/national-quality-standard/quality-area-6-collaborative-partnership-with-families-and-communities).

Quality Area 6: Standards and elements

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| **Standard 6.1** | **Respectful relationships with families are developed and maintained and families are supported in their parenting role.** | |
| Engagement with the service | Element 6.1.1 | Families are supported from enrolment to be involved in the service and contribute to service decisions. |
| Parent views are respected | Element 6.1.2 | The expertise, culture, values, beliefs of families are respected and families share in decision-making about their child’s learning and wellbeing. |
| Families are supported | Element 6.1.3 | Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing. |
| **Standard 6.2** | **Collaborative partnerships enhance children’s inclusion, learning and wellbeing.** | |
| Transitions | Element 6.2.1 | Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities. |
| Access and participation | Element 6.2.2 | Effective partnerships support children’s access, inclusion and participation in the program. |
| Community engagement | Element 6.2.3 | The service builds relationships and engages with its community. |

**National Law and National Regulations underpinning Quality Area 6**

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 6 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

|  |  |  |
| --- | --- | --- |
| **National Law and National Regulations** | | **Associated element** |
| Section 175 | Offence relating to requirement to keep enrolment and other documents | 6.1.3, 6.2.1 |
| Regulation 157 | Access for parents | 6.1.1 |

EXERPT

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| **Strengths** | *Element 6.1.1*  There is an effective enrolment and orientation process based on active communication, consultation and collaboration with families that supports all families. Families are contacted from the waiting list and asked to come in for a tour and a meet with the Centre Coordinator and Educator. Orientation is planned in which the parent and child spend time visiting prior to the child’s official start. This helps the child become familiar with the staff, environments and routines, the parent gets to observe the routines, the feeling of the service and how staff interact and engage with the children and this helps everyone feel better when it comes time to leave the child on their first day. Orientation is used to get to know the child, share important centre information with the parents and also develop a routine that suits the needs of the child. Staff will contact the parent regularly to give updates during the first few weeks, parents are welcome to call or visit to ensure peace of mind. Extra staff are available to help settle new children into care as well.  Service uses TIS national for translation services to support families with the enrolment process and ongoing services if required.  *Element 6.1.2*  Families are offered a range of opportunities to be actively involved and are encouraged to significantly contribute to service decisions. Families contribute to service operations through rostering, events and make decisions on issues concerning the service. Families are consulted and help review policies and procedures. Our self-assessment process and QIP was available for family feedback and consultation. Parents are involved in incursions, special events, celebrations and programs. Favourites events include our Mother’s Day, Father’s Day, Children’s Week, NAIDOC, Christmas party / Graduation. Families are regularly surveyed on a range of topics, families regularly email and call the Centre to discuss any number of requests, information and or topics. Families participate in independent surveys on service provision, quality and accessibility of service which are published and used for further planning and improvements.  *Element 6.1.3*  Parents are provided with a Parent Handbook at orientation. This document provides parents with an overview of our program and expectation we have of parents and children.  The Educator’s display the weeks Learning Outcomes on a notice board at the sign in table, we have noticed parent engaging with this information more regularly than reading the whole written program.  Parents are informed of the key points of the QIP and the improvement we are currently working towards, parents are encouraged to provide input into our continuous improvement cycle.  Newsletter are provided to families monthly these newsletters share all the happening of Service programs.  *Element 6.2.1.*  The expertise of families is recognised and they share in decision making about their child’s learning and wellbeing.  Our parenting services are available to families and are able to inform families where to seek further information, advice or support on their parenting skills.  The expertise of families is actively sought and valued and they have the opportunity to share in decision making about their child’s learning and wellbeing and contribute to the service program.  We support consistency between the home and centre environment, trying to ensure routines are consistent, family values and expectations are catered for and information is shared daily on the needs of our children. We have a comprehensive enrolment package which includes interest sheets, medical information, culture and religious beliefs, routine information, soothing/comforting, toileting information which educators use to ensure each child’s needs and interests are met.  Parent can request discussions about children which are arranged at a time convenient to for the family and educators.  Programs surveys are sent out at the end of term requesting parents for feedback, this provides them with the opportunity feedback on how we are going or suggest ideas for the program.  *Element 6.2.2/6.3.1*  We provide families with information about upcoming parenting workshops or community events, on our notice boards, monthly parent newsletters or our Facebook page.  We work closely with the child health nurse and our parenting team, who provide families with additional information and support about parenting and general wellbeing for children and adults. We have recently sourced a toileting workshop, through Ngala for parents to attend, as many conversations we were having with parents was about supporting them in their children toileting.  *Element 6.3.2*  To assist families and children in their happy transition into our service we provide orientation sessions for every family this provides an opportunity for families and children to meet the Educators, feel comfortable with the environment and for the Educators to start making the important trusting connections with the children. Orientation are planned before the start of term 1, so once Term 1 starts children are more comfortable with their parents leaving them.  We have created a service story book for children to take home, if they are finding the transition difficult. This book tells the story of our service, it has pictures of our environment, talks about out routines and pictures of other children attending the service, the idea is for parent to continue to engage in talk about the service some when the child come back there are still familiar with the environment and have more confidence about how the session is planned.  *Element 6.3.3*  Children with additional needs are assessed on an individual basis. We work closely with the parents to develop an inclusion support plan, this plan looks at how we can successful integrate the child into our service and identifies if we need any additional resources or professional development for our staff. If a therapist is working with the child we make contact to ensure we support their strategies in our care practices also. This may involve assigning a support worker to that child. At the discretion of the CEO and after consultation with the family. If we are unable to support the family, we will refer them onto another agency where they can get the support.  *Element 6.3.4*  We work closely with community groups such as Santa’s workshop and donate toys at Christmas time that families from our Centres contribute too.  Educators invite community members and families in, for additional educational resources and knowledge. E.g. Constable care and dental hygienists. Service often will invite interesting visitors into the program through our integrated services approach. An example of this is when the students from Service Training college come to visit the program. It is a great experience for the students and the children. We work in partnership with many organisations and stakeholders and actively involve the families and the community in our services.  We work in partnership with the local school, meeting the principal regularly to discuss and support the community and families in a targeted approach.  Our centre co-ordinator works closely with the Child Health Nurse to further support families attending the children and family centre by offering support group information or co delivering workshops about parenting. |

**Quality Improvement Plan for Quality Area 6**

Summary of strengths for Quality Area 6

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| --- | --- |
| **Strengths** | [Summarise strengths identified in the self-assessment process. Delete if not required.] |

Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:

* This Exceeding NQS section is to be completed only when there is evidence of one or more Exceeding NQS theme(s) impacting on practice at your service.
* Additional information about the Exceeding NQS themes for Standard 6.1 is available in the [Guide to the National Quality Framework](https://www.acecqa.gov.au/media/23811#page=262).

Standard 6.1 – Supportive relationships with families: Respectful relationships with families are developed and maintained and families are supported in their parenting role.

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| **Exceeding themes** |  |
| 1. Practice is embedded in service operations | [If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard] |
| 2. Practice is informed by critical reflection | [If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.] |
| 3. Practice is shaped by meaningful engagement with families, and/or community | [If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community] |

Summary of strengths in practice where there is evidence of Exceeding NQS themes

Notes:

* This Exceeding NQS section is to be completed only when there is evidence of one or more Exceeding NQS theme(s) impacting on practice at your service.
* Additional information about the Exceeding NQS themes for Standard 6.2 is available in the [Guide to the National Quality Framework](https://www.acecqa.gov.au/media/23811#page=275).

Standard 6.2 – Collaborative partnerships: Collaborative partnerships enhance children’s inclusion, learning and wellbeing.

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| --- | --- |
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| **Exceeding themes** |  |
| 1. Practice is embedded in service operations | [If you have identified strengths in this area, describe how your practices are embedded in service operations for this Standard] |
| 2. Practice is informed by critical reflection | [If you have identified strengths in this area, describe how your services practices in this Standard, have been informed by critical reflection.] |
| 3. Practice is shaped by meaningful engagement with families, and/or community | [If you have identified strengths in this area, describe how your services practices in this Standard, have been shaped by meaningful engagement with families, and/or community] |

**Key improvements sought for Quality Area 6**

Improvement Plan

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Standard/ element** | **Issue identified during self-assessment** | **What outcome or goal do we seek?** | **Priority (L/M/H)** | **How will we get this outcome? (Steps)** | **Success measure** | **By when?** | **Progress notes** |
|  |  |  |  |  |  |  |  |
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